

THE INDIANAPOLIS ACADEMY
OF COMMUNICATION ARTS

**(FORMERLY KNOWN AS
THE INDIANAPOLIS ACADEMY FOR AT-RISK YOUTH)*

CHARTER APPLICATION SUBMITTED
TO THE
CITY OF INDIANAPOLIS, INDIANA, MAYOR'S OFFICE

September, 2001

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I. Who we are

A. Description of Founding Group

The team assembled to create the Indianapolis Academy of Communication Arts (formerly known as the Academy for At-risk) has observed and has been personally involved in numerous charters and other school initiatives throughout the United States for over five years. They have specifically been involved in looking at what is working in public schools of choice, rather than simply what the traditional, large, urban public district pronounce is “working”.

They collectively and individually are committed to single vision: achievement through accepting “NO EXCUSES”. This viewpoint is based upon the best practices that the group has personally experienced is working in schools throughout the country.

Tom Fry was chosen to be a part of the Indianapolis Academy because he brings a tremendous amount of experience and success in developing strategies for improving the functionality and effective management of public school organizations as well as private corporate organizations. He brings to the Indianapolis Academies organization a philosophy that combines both a traditional sense of effective, “principle centered” management and a clear single vision that “customer satisfaction” is priority one. “Customers” in this case refer to the parents and students that the school will serve. Tom strongly believes that the promise of school choice is that parents are once again treated as valued consumers in the business of education. He feels that for far too long the public schools have taken an almost adversarial role towards the parent in public education. Parents are not as welcomed as they should be into the decision-making process concerning the welfare of their children. Tom will serve as a member of the Collaborative Committee (Governing Board) of the Indianapolis Academy.

Daina Bourisaw, Ph.D., brings to the Indianapolis Academy a vast wealth of experience and success in traditional public education. As a public school superintendent of the Florissant School District, she brought a financially failing district back into the black, and improved the educational program with important reforms. Dr. Bourisaw not only brings financial stability and a superlative understanding of public school compliance, but most importantly, her recent experience of supporting community-based charter school initiatives will ensure that the Indianapolis Academy will start off on secure footing. Dr. Bourisaw will serve as a member of the Collaborative Committee as well as the Director of the Indianapolis Academy of Communication Arts.

Bill French of ABS School Services will oversee the management of business services for the Indianapolis Academy. His background includes administrator for business services for numerous public schools, as well as President of a Education Management Organization (EMO) that has helped develop and supports over one hundred fifty charter schools in six states. Bill will help the Indianapolis Academy in the areas of contracted business services, administrative support, financing, and other areas as needed. He will advise the Collaborative Committee in all areas of operation, as needed.

The Indianapolis Academy of Communication Arts is committed to be a community-based school of choice, and as such, upon successful granting of a charter, will actively recruit three or five additional members from the community the school serves for the Collaborative Council. These members may be parents, teachers, or community leaders from churches, neighborhood associations, or other grass roots neighborhood associations/entities. The paramount criteria for their role on the Collaborative Committee will be a thorough commitment to the ideals and principles of the charter.

In addition, the Indianapolis Academy will recruit school administrators (i.e., Principals, Master Teachers, etc.) from the neighborhood the school is located in. It is the commitment of the Collaborative Committee that the leadership of the school represents the community of the school, and is able to effectively connect and communicate with the parents and students that the school will serve.

B. Community partnerships

The Indianapolis Academy of Communication Arts will be a community-based school of choice. Our founders have a great deal of experience in partnering with existing private and traditional public schools, non-profit community support corporations, neighborhood associations, and churches.

The Indianapolis Academy will plan to partner with the above examples of community invested entities to ensure that the school and community come together to best meet the needs of the families the school serves, as well as the larger community around the school. It is the strong belief of the Indianapolis Academy that to best achieve our mission of success for at-risk inner city students, the school must involve the parents and community in the process of educating the child.

In addition, we are committed to demonstrating a connection between the missions of school and community. Both have at their heart a desire to establish new patterns of (educational and employability) living that enable people to meet their (educational and economic) needs, yet develop, nurture, and sustain strong social community values and harmony. The school and the community concerns alike are addressed with smaller and technologically linked resource oriented classes, less-crowded campuses, and the highest expectations of student achievement in academics, communication, technology, and the community. All students will be involved in service back to the community through school-specific (academic/social) as well as community-wide efforts such as working with Federal and State support and social agencies.

The Indianapolis Academy will partner with the community around the school. To this end, the founders have committed to implement the highly successful partnership model out of Johns Hopkins University. Established by researchers, the Partnership Schools Network brings together schools, districts, and states that are similarly committed to developing and maintaining comprehensive programs of school-family-community partnerships. Over the next few years, the Indianapolis Academy and the community will work with members of the Network of Partnership Schools at Johns Hopkins University

to develop, inform, encourage, recognize, and support school efforts to improve and maintain school, family, and community connections that produce positive results for all students. Please see Appendices for more information.

This established methodology and framework will be utilized for other school partnerships as well. Partnerships with local businesses, Federal agencies, State agencies, foundations, and other national organizations will continue to be realized with an attention to benefiting both the school and community.

The Collaborative Committee and partners have demonstrated past successes in forming alliances with the community including strong relationships with churches such as the National Churches of God in Christ, and Archdiocese of the Catholic Church; community support foundations such as the Urban League; and neighborhood associations such as Block Watch, etc.

II. Our vision

Mission

The Indianapolis Academy for Communication Arts was founded on the simple convictions that a first-rate education is the birthright of every individual, that ALL children can learn, and that every child should be challenged and inspired to reach his or her full potential.

Through a concentration on early literacy skills and phonics focus, the Indianapolis Academy of Communication Arts will ensure that students are able to read effectively, which is the foundation for all other successful learning. The school will house a specialized program wherein students who are at risk of or have already fallen behind their peers in their academics are brought back on track to successfully continue their education in the Indianapolis Public Schools District schools, or continue their success at the Indianapolis Academy, and prepare for post secondary education.

NOTE: The *Indianapolis Academy for Communication Arts* was formerly called the *Indianapolis Academy for At-Risk* in our Letter of Intent and Executive Summary, but we respectfully request that our name for the school be modified so as not to stereotype our students. Quite honestly, we consider all students who reside in the urban inner city to be “at-risk”. Our target population and mission will not change, but we have decided that the former name unfairly labeled the *continuing* Indianapolis Academy student.

The Indianapolis Academy will accept “NO EXCUSES” for students not academically achieving at their highest potential. This will be accomplished through a devotion to “best practices” as demonstrated in inner city schools serving “at-risk” populations in urban centers throughout the United States. These practices include the following:

1. Empowerment of local community in decision-making

2. Contracted commitment from parents to reinforce learning and participate in after school, year round instruction in the home as well as after school/intersessions (Please see School Calendar)
3. Accountability through planned yearly monitoring procedures with a local College/University partner
4. Return Site Administrator/Principal to instructional leader and accountability for ensuring instruction/student performance by the teacher in the classroom and provide the local school leaders with level of control over budget and other processes
5. Establish measurable goals to create a clear target and culture of achievement which EVERY employee at the school supports
6. Hire, train, and assign MASTER teachers to mentor new teachers re the Milken Foundation Model (Please see Appendices for information)
7. ISTEP and GQE - aligned curriculum and resources
8. Continuous staff development provided for with nationally recognized instructional specialists
9. Aggressive concentration upon early literacy, i.e., phonics K-4, and reading in the Kindergarten
10. Commitment to apply National Norm Referenced Assessments (ITABS, SAT9, etc.) for diagnostic purposes at the beginning and end of each year, as well rigorous and continuous grade/course competency assessment throughout the year to ensure students are on track and have not missed anything

In summation, the mission of the Indianapolis Academy of Communication Arts hopes to address the community's desire for a responsive and accountable education for our children. The Indianapolis Academy will focus on providing a unique educational program that offers a clear educational choice for the families in our community.

The Indianapolis Academy's unique educational program is based on contemporary research into the "best practices" that are working in inner cities populations across the nation. These "best practices" primarily boil down to a single vision: "NO EXCUSES" for not achieving academic success.

B. Need

The need for public school choice in Indianapolis must be approached with great sensitivity. Such a discussion unavoidably implies a critique of the existing public school system. It is not our intent to undermine the district or attack the many dedicated professionals currently serving in our public schools system. Quite the opposite; it is our vision that the Indianapolis Academy of Communication Arts will help strengthen the quality of and popular support for public education in Indianapolis. Our school's goal is to augment the school district and help support a positive vision that helps strengthen public education--and the futures of our city's children.

Secondly, there is a strong need in our target community for increased family support and involvement in each student's education. Research consistently shows that one of the

most significant predictors of a student's academic achievement is parental support for and involvement in the student's education. Educators need the support and involvement of parents to help them address the varied and complex needs of the young persons in their classroom. Parents--a child's first and best educators--need to feel respected, welcomed, and valued in their child's formal educational process. Many working parents also need services such as before- and after-school supervision of their children. A central goal of the school is to build a vibrant learning community. Through the Johns Hopkins University Partnership Schools model, we will create a culture of parental empowerment and "ownership" of the school, cooperation and regular communication between home and school, and a school environment that values each student and demands the best from him or her. In this community model, students will be expected to help each other excel both within each classroom and even across grade levels. Although we cannot *require* parental involvement, we will create a culture of high expectations of our students' families, and similarly, we want them to hold the school's professional staff to the highest expectations. We believe this formula of high expectations of all members of the learning community is crucial to the success of each student entrusted to our school.

Finally, there is a need for greater accountability of the school for students' success. Too often public schools lack rigorous accountability for their students' success. Despite good intentions, the highly regulated, bureaucratic nature of public schools often undermines rigorous accountability. Indiana's standards, ISTEP, and GQE mandate increased accountability for each school's educational product. As a school of choice, our charter school will clearly be subject to market forces and state expectations. It will succeed only by offering a program that attracts a student body large enough to maintain it and that educates those students at least to the standards expected by the state. To facilitate this we have included an accountability plan for our school. A goal of the governing Collaborative Committee will be to see that accountability is meaningful and rigorous. Meaningful involvement of the entire learning community in the evaluation process, the greater flexibility possible in an independent school, and hiring and promotional practices that stress accountability will help ensure that each of the professional staff fulfills the mission of our school. In addition, the school plans to contract with an independent third-party contractor to monitor and evaluate the school sites in a consistent and regular manner throughout the initial term of the charter.

Our target population is the inner city resident that feels that that the large, urban school district site is out of touch with the family and child, that their child is quickly falling behind in academics as compared to their peers across the nation, that their child is at-risk of failing, or has already failed in the public school system.

Our program, which focuses on communication arts (i.e., reading, writing, listening, and speaking), is our best address for building what we believe is the foundation for successful learning in all content areas as well as intervention strategies and remediation for those at risk.

We believe this program will help to raise academic achievement in our targeted inner city population as measured by the 2000-2001 ISTEP scores from the city district. The

Indianapolis Academy of Communication Arts is committed to address the scores of our students in English/Language Arts where the district, while it has made improvements over past years, still has not had more than 50% of its students score above standards in any of the tested grades.

Grade 3				Grade 6			
English/Language Arts				English/Language Arts			
Above	Below	Undetermined	Total	Above	Below	Undetermined	Total
35%	19%	1%	55%	16%	13%	1%	30%
8%	32%	2%	42%	4%	47%	6%	58%
0%	0%	3%	3%	1%	2%	9%	12%
44%	52%	5%	100%	21%	62%	17%	100%

Grade 8				Grade 10			
English/Language Arts				English/Language Arts			
Above	Below	Undetermined	Total	Above	Below	Undetermined	Total
23%	6%	2%	30%	26%	8%	1%	35%
14%	37%	5%	56%	10%	40%	4%	54%
1%	3%	10%	14%	1%	3%	8%	11%
38%	45%	17%	100%	37%	51%	12%	100%

The Indianapolis Academy of Communication Arts is confident we can improve this picture by focusing upon early literacy and clear, concise intervention/redemption for the at risk student at all grade levels. This increase will be achieved through our concentration to the literacy-based program.

C. School characteristics

The Indianapolis Academy of Communication Arts school calendar is a modified year-round calendar with 1-week intercessions three times each year. The intercessions will give our students an opportunity to focus learning upon diagnostically determined areas of need as indicated by regular and rigorous testing in language and other core academic areas. The intercessions will be an intensive time on task in a single content area such as reading, addition, parts of speech, long division, etc.

The Indianapolis Academy of Communication Arts will be in session a minimum of 180 days (+ 3 snow days) and will meet or exceed the minimum number hours and minutes of instruction per day/year per statute. (See proposed calendar in Appendices.)

Daily Schedule

The major components of the Indianapolis Academy’s grades 1-8 curriculum are language arts, mathematics, science, social studies, drawing, painting, music, speech and drama, handwork, geography, history and foreign language. The daily/weekly schedule approximately conforms to the following program of topics:

1. Academic Lessons

After personally greeting each student with a handshake, the K-2 grades class teacher begins the school day with a main lesson, introducing new thoughts and materials to the children when their minds are fresh. This uninterrupted, two- or more-hour “main lesson” is the academic cornerstone upon which the day and week are built. The core subjects (language arts, science, mathematics and social studies) are taught for a three- or four-week block, often to be continued and revisited later in the term. The focus of the day is reading and literacy skills focussing on intensive phonics instruction. A commitment to having all of our Kindergarten students reading aloud in class and at home by the end of the year is the priority.

In each K-2 classroom a computer center will help with intervention strategies and remediation in grades 1 and 2 where the student has not received intensive phonics instruction. In the grades 3-12 students will have daily access to individualized instruction utilizing computer assisted learning through the Odeysseyware[®] E-Curriculum.

Odeysseyware is a comprehensive electronic curriculum program for grades 3-12. This program will be utilized as a core instructional resource in the classroom in language arts, mathematics, science, and social studies. The classroom instructor manages the utilization and delivery of the e-curriculum as an instructional resource aligning the instruction to the Indiana standards and the school’s curriculum map/scope and sequence. The Odesseyware program has tremendous potential for the student as it enables the classroom teacher to individualize instruction to the unique abilities of each student wherein student’s may have access to both remedial learning as well as accelerated learning opportunities in the same or differing content subjects/areas.

The Indianapolis Academy of Communication Arts will vigorously pursue opportunities to deliver the Odesseyware e-curriculum to each student’s home via an Internet connection thorough school supplied laptops or WebTV access. The at-home access will not replace classroom instruction, but rather compliment/support the student’s *and* whole family’s educational participation at-home focusing on remediation and mastery learning for a potential of 365 days a year.

Beyond the Academic Lessons:

Foreign language lessons, music, and drama provide the more rhythmic element in the middle of the day. The subjects that engage the child’s bodily activity are physical education and instrumental music, which are scheduled in the afternoon.

2. Music

The music curriculum is designed to develop the innate musical ability of each child, and to foster group harmony. Music is not simply a diversion or a “pull out” program, but rather an integral practice of connecting with the *whole* child. We believe that the young at risk inner city child must be challenged to reach beyond the ordinary, to experience the beauty of making musical sounds. In first grade, children sing and learn to play the recorder by imitating the teacher. Both activities are practiced regularly

through the elementary school years. In the second grade, other musical instruments are introduced and surveyed. In third grade they begin to learn to read music and to play in two parts. In fourth grade some of the children play alto and tenor recorders as well as the soprano. They learn three-part music and the work becomes increasingly orchestral. At this time children are challenged to learn the violin, cello or viola. By sixth grade a school orchestra begins forming. A school wide connection to music continues through the 8th grade with performances and demonstrations.

3. Drawing, Painting, Handwork

Painting and drawing are regular parts of the elementary schedule enabling the child to exercise her/his will creatively in the imagery of the subjects, as well as developing hand and eye coordination. While retaining their imaginative quality, the drawings become more detailed as the child advances through the grades. Art is included in all subjects: botany, history, etc., as a form to express/demonstrate comprehension and diverse assessment activity. Each grade has a regular watercolor class, which brings the children into the vivid world of color. The handwork curriculum begins in kindergarten with finger knitting and continues with more complex knitting, crochet, cross-stitch, hand sewing, and spinning and weaving, as the child progresses through the elementary grades. These activities develop eye-hand coordination, fine-motor skills, and the ability to purposefully track with the eyes (which helps identify and in some cases, eliminate some reading difficulties). Practical activities such making useful things give the children an understanding of how things come into being and a respect for the creations of others. Confidence, self-esteem, and inspiration arise in the children as a result of having made something practical and beautiful.

4. Foreign Language

Foreign language instruction is begun in the kindergarten, and in the first grade a language teacher is introduced. Language teachers who are fluent and well versed in the cultures teach different languages in addition to English. Poems, phrases, dances, food, stories, songs, holidays, and celebrations from the respective language cultures are taught to the children.

5. Physical Education

Physical activity is an important part of the school day. These activities promote balance, coordination, and gross motor skills. There are also typical organized playground games. Formal outside play is a daily part of the curriculum beginning in kindergarten.

Enrichment Activities

The Indianapolis Academy offers its students an opportunity to further their educational endeavors during after school hours for club formation, band development, and the use of studios, computer lab, and other academic resources. The use of this time is not an instructional requirement, but is *strongly encouraged* for comprehensive success at the school.

Some of the school-sponsored or endorsed activities include:

Yearbook

This enrichment activity involves the student production of a school journal that chronicles the activities, accomplishments, people, and shared history of the school. The laboratory experience allows students to use their skills in photography, layout and design, writing, word processing, marketing, and graphic design. All interested students may use the computer lab to compile the yearbook.

The yearbook is a completely student-driven enterprise that is managed by those students who decide to commit themselves to working through the duration of the school year to produce this important and cherished work.

Student Government

It is expected that the interested student will devote a minimum of two semesters in service to the school prior to graduation. This service will include giving a voice to the representation of the student body in matters of school climate, organization, decision making, and direction. Student government is a completely student-driven exercise that is managed by the students who elect to devote their energies in this productive and supportive campus presence.

Grades 9-12 students who are involved in Student Government may have the opportunity to serve on the Site-Based Councils - a council of teachers, parents, and students who attend Collaborative Committee meetings and serve as advisors to the CC.

III. Educational Services Provided

A. Educational philosophy

It is our belief that all successful education is dependent upon the ability to read and comprehend what is read effectively. Our educational methodology will focus upon developing literacy skills in every student at the earliest opportunity. A focus on literacy skills (i.e., reading) will begin in Kindergarten and the development of effective comprehension skills will begin at the end of Second grade. The focus upon literacy and comprehension will continue throughout the grades as literary material becomes increasingly more complex and comprehension begins to transition to critical and evaluative operations.

Phonics Instruction

The Indianapolis Academy of Communication Arts emphasizes phonics-based language arts instruction in grades K-4. We strive to have students focus on phonics instruction for 4 years minimally. If a student is not at our school for the first 4 years, then we expect that we have to work with the student in an age appropriate phonics-based program to remediate reading deficiencies. We expect that students in the 5th through 8th grades that have not had phonics instruction do not read as effectively as their peers that have had thorough phonics instruction.

Indianapolis Academy of Communication Arts does not mean to imply that a gradual transition from phonics-based instruction to a comprehension-based methodology does not exist in the school, but our focus for the *emergent* reader, regardless of their age or grade level, is clearly on phonics. In the third grade through the eighth grade, instruction *will* transition to comprehension-based instruction as literary materials become increasingly more complex and challenging.

The Indianapolis Academy of Communication Arts is committed to supporting a specialized remedial program and curriculum focusing on the communication arts, mathematics, and core curricular areas. This program will function primarily as a “school within a school” where the at-risk student is supported/encouraged by an environment of high expectation and achievement. Although the term is not explicitly supported at the school, the targeted population for this specialized program is existing District students who are “at-risk” of failing or dropping out of school, and those students who have already left the school system.

All instruction will cover state-mandated content as documented in the Indiana Standards and all course curriculums are driven explicitly by the Standards. By narrowing and focusing the curriculum and instructional content on specifically remedial standards, we believe our students will be most efficiently prepared for success on the ISTEP and GQE as well as transfer work as needed to another Indianapolis or other school.

Remedial and reclaimed students will be engaged in longer, individualized learning settings focussing on the utilization of the Oddyseyware[®] learning software. Odeyseyware is a comprehensive electronic curriculum program for grades 3-12. This program will be utilized as a core instructional resource in the classroom in language arts, mathematics, science, and social studies. The classroom instructor manages the utilization and delivery of the e-curriculum as an instructional resource aligning the instruction to the content standards and the school’s curriculum map/scope and sequence.

The Odesseyware program has tremendous potential for the student (especially the remedial student) as it enables the classroom teacher to individualize instruction to the unique abilities of each student. Students will have access to remedial learning beginning at the appropriate level and then building skills diagnostically without holes of missing skills in their learning

Career Pathways Component

The Indianapolis Academy of Communication Arts will incorporate a career and vocational component to motivate students to make a real life connection between school and their career/future. The Career Pathways System is designed to enhance student ability to reach high academic and career standards. By teaching students personal skill and interest exploration, we are providing them the tools they need to be successful as life-long learners. Helping all students attain high academic and occupational standards can motivate more of them to stay in school. By providing contextual learning experiences, we promote high academic performance for all students. Providing both

work-based and school-based learning experiences for all students facilitates their entry into additional training or postsecondary education.

Sample Career Pathways Activities for Grades 6-8

Activity One. Career Pathways Survey

Activity Two. Work Values Assessment: What's Important to You?

Activity Three. On-line Job Search

Sample Career Pathways Activities for Grades 9-12

Activity One. All Aspects of an Industry

Activity Two. Job Interview Practice

Activity Three. Creating a Professional Profile

Technology Literacy

All schools will integrate classroom instruction with the continual development of technological literacy. This follows a methodology that allows for both student-specific activities using computers as well as general classroom activities using technology as a teacher-used instructional resource.

Student-specific technology activities will be stressed as a means to formulate and realize inquiry into a variety of project-based thematic units. The student may individually or in-groups be assigned an inquiry-based thematic unit problem such as “find out the way the human digestive system functions and make a model using art works or balloons to demonstrate the process.” In this example the student would use computer resources such as *The Human Body 8.0* to research both a written entry as well as see a short animation of the digestive process. This methodology allows for a variety of learning modalities to be addressed in the inquiry process.

Multiple learning modalities are prominently addressed as well in general classroom activities using technology as an instructional resource. The instructor may be delivering a science concept concerning the movement of the planets in our solar system. After they have orally described the rotation of our nine planets around the sun, they would access the *ZANE Universe 4.0* computer resource to display a short video file that displays the movement. Two distinct learning modalities are efficiently and effectively addressed with little or no lapse in continuity.

All activities will center on encouraging students to appropriately develop an understanding of the importance and applicability of critical thinking in current and future learning using technological and non-technological sources of information. Students will be prepared to discern and evaluate appropriate sources of information and choose which is most applicable to solve problems or address issues/questions.

A concentration to becoming a school of “NO EXCUSES” means that all the above pieces form a whole that drives the school’s program and decision-making philosophy in all areas. This process is based on our founders and partners personal experiences with

the best practices and specific case studies that are working in inner city, at risk urban environments across the nation.

B. Academic Standards

All grades 9-12 students will be responsible for completing the following core curriculum units for the following subject areas.

Language arts	8 credits	Health and safety	1 credit
Social studies	4 credits	Basic physical education	1 credit
Mathematics	8 credits	Electives	16 credits
Science	8 credits		
Additional credits in the areas above or in technology competency	2 credits		Total: 48 credits

(24 total units required for graduation)

Language Arts/English

English will be taught as an individual class. One Language Arts teacher will teach a group of approximately twenty three to twenty five (23-25) students. Four (4) Language Arts Units are required for graduation and will meet all state Standards. The specific sequence of achieving the standards will be reviewed by the individual course teachers prior to the beginning of each school year.

Listening

1. Students will demonstrate active listening skills to communicate within their own cultures and the culture of others.

STUDENTS:

- Participates in group discussion, debates interviews, conferences, meetings and facilitates another person’s comments and opinions in those learning situations.
- Understand detailed instructions, draw conclusions, and recognize propaganda, marketing and persuasive messages.
- Receive, interpret, organize, and respond to verbal and non-verbal messages.

Speaking

2. Students will demonstrate effective speaking skills to communicate within their own cultures and the cultures of others.

STUDENTS;

- Speak standard English, participate/interact in class discussions, and acknowledge and note major points in oral presentations.

Give clear oral instructions, teach others new skills, facilitate problem-solving discussions, use verbal skills in meaningful career and service situations.

- Make formal, informal, and exhibition presentations within the context of several in disciplinary subjects.

Reading Comprehension

Students will comprehend in their reading for a variety of purposes.

STUDENTS WILL:

- Read, analyze, evaluate, and apply information from a spectrum of literature from classic to contemporary.
- Use comprehension techniques to interpret, infer, analyze cause and effect, recognize style and structure, and draw conclusions from their reading.
- Effectively comprehend the connections between course work and it's importance in their career of choice and the value of service learning.

Writing Skills

Students will write effectively for a variety of audiences and purposes.

STUDENTS WILL:

- Write and communicate effectively using handwritten language.
- Transfer ideas and thoughts onto the printed page in a logical and cohesive manner.
- Develop descriptive, persuasive, responsive, and personal compositions.
- Demonstrate comprehension of English grammar and apply that in written form.
- Transfer and directly apply writing skills to career choices in the real world.
- Apply writing skills to complete group projects and exhibitions.

HEALTH/SAFETY

Students will be required to complete one (1) unit of Health/Safety, preferably in their Freshman year.

1. Students will comprehend concepts related to health promotion and disease prevention.

STUDENTS WILL:

- Analyze how behavior can impact Health maintenance and disease prevention.
- Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.

- Explain the impact of personal health behaviors on the functioning of body systems; analyze how the family, peers, and community influence the health of individuals
 - Analyze how the environment influences the health of the community
 - Describe how to delay onset of and reduce risks of potential health problems during adulthood.
 - Analyze how public health policies and government regulations influence health promotion and disease prevention.
 - Analyze how the prevention and control of health problems are influenced by research and medical advances.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.

STUDENTS WILL:

- Analyze how behavior can impact health maintenance and disease prevention.
 - Describe the interrelationships of mental, emotional ,social, and physical health throughout adulthood.
 - Explain the impact of personal health behaviors on the functioning of body systems; analyze how the family, peers, and community influence the health of individuals
 - Analyze how the environment influences the health of the community
 - Describe how to delay onset of and reduce risks of potential health problems during adulthood.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

STUDENTS WILL;

- Analyze the role of individual responsibility for enhancing health.
 - Evaluate a personal assessment to determine strategies for health enhancement and risk reduction.
 - Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
 - Develop management strategies to improve or maintain personal, family, and community health.
 - Demonstrate how to avoid and reduce threatening situations.
 - Evaluate strategies to manage stress.
4. Students will analyze the influence of culture, media, technology, and other factors on health.

STUDENTS WILL:

- Analyze how cultural diversity enriches and challenges health behaviors.
 - Evaluate the effect of media and other factors on personal, family, peer, and community health.
 - Evaluate the impact of technology on personal, family, peer, and community health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.

STUDENTS WILL:

- Demonstrate skills for communicating effectively with family peers.
 - Analyze how interpersonal communication affects relationships.
 - Demonstrate positive ways to express needs, wants, and feelings.
 - Demonstrate ways to communicate care, consideration, and respect of self and others.
 - Demonstrate strategies for solving interpersonal problems without harming self or others.
 - Demonstrate refusal negotiation and collaboration skills to avoid potentially harmful situations.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

STUDENTS WILL:

- Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
 - Analyze health concerns that require collaborative decision making.
 - Predict immediate and long-term impact of health decisions on the individual, family, and community.
 - Implement a plan for attaining a personal health goal.
 - Evaluate progress toward achieving personal health goals.
 - Formulate the effective plan for a life-long health.
7. Students will demonstrate the ability to advocate for personal, family, peer, and community health.

STUDENTS WILL:

- Evaluate the effectiveness of communication methods for accurately expressing health information and opinions about health issues.
- Express information and opinions about health issues.
- Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.

- Demonstrate the ability to influence and support others in making health-enhancing choices.
- Demonstrate the ability to work cooperatively when advocating for healthy communities.
- Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

Mathematics

Math will be taught as an individual class. Students are required to fulfill (4) units of Math for graduation.

1. Learner will use number and operation concepts in solving everyday mathematical situations using computation, estimation and technology.
 - Compare and order real and irrational numbers, represent numbers in standard notation, and also use percent, fractions, and decimals in their equivalent forms.
 - Be able to use ratio and ratio and proportions, rounding, compensation, and estimation.
 - Evaluate formulas and expressions using the order of operations.
 - Be able to integrate number concepts with science and other disciplines create individual/group projects and exhibitions.
 - Recognize the value of Math in School-in-Career and real life “workplace” situations.
2. Students will process the concepts of measurement to solve problems.
 - Identify and utilize accurate units and tools of measurement and be able to support those tools in various systems of measurement.
 - Be able to integrate and utilize measurement in group/individual projects and exhibitions, and also in school-to-career/workplace situations.
3. Students will develop, model, and apply Algebraic concepts abstractly and in real life situations.
 - Use algebra to simplify operations, solve equations with variable, solve inequalities, solve problems involving variations, slope, and rational expressions.
 - Graph solutions for equations on a number line, functions in the x, y plane and describe them.
 - Be able to utilize Math technology and new innovations.
 - Integrate algebraic concepts with Science and other disciplines to create group/individual projects and exhibitions.
 - Utilize Algebra in the school-to-work workplace and in real-life situations.
4. Students will apply geometric concepts to solve problems in real life situations.

- Understand geometric terminology and produce two and three-dimensional objects.
 - Apply geometric concepts involving linear and angle measurement, perimeter, volume, congruency, similarity, geometric constructions, polygons, right triangle, and transformations.
 - Apply deductive and inductive reasoning to develop logical geometric conclusions.
 - Use computer technology software to understand geometric concepts.
5. Students will recognize and use probability concepts in school and real life situations.
- Use frequency tables, fundamental counting principle and permutations.
 - Use and estimate experimental and theoretical probability to solve problems involving uncertainty.
 - Integrate Probability concepts with other disciplines to create group and individual projects/exhibitions.
6. Students will utilize communication and reasoning to understand and use problem solving skills.
- Identify and interpret relevant information, carry out plans, evaluate solutions, and communicate results.
 - Integrate problem-solving skills in Math and other disciplines to create and enhance group and individual projects and exhibitions.
 - Utilize problem-solving skills in school-to-work settings as well as workplace real-life situations.
7. Students will appreciate math as a means to solve problems.
- Exhibit confidence in knowing math concepts and applying those skills in various areas of life.
 - Integrate Math skills in the workplace, school, home, and in everyday situations.

All skills and abilities taught and assessed at the school are not considered mastered until the student demonstrates an 80% proficiency level. The school's grading system follows a traditional grading scale of Highly Proficient (A) = 90-100%, Proficient (B) = 80-89%, Moderate Proficiency (C) = 70-79, Limited Proficiency (D) = 60-69, Deficient (F) = 0-59%. The assessment reporting will be maintained through comprehensive quarterly cumulative report cards every nine weeks and anecdotal progress reports compiled throughout the school year.

Students who don't reach this level of proficiency through demonstrated performance will simply do the work over until the mastery is reached. The Indianapolis Academy of Communication Arts does not accept that any student can not reach their fullest potential. Our programs are specifically designed to identify/diagnose and remediate deficiencies

and fill in any gaps, so we anticipate every student to achieve every day's set of objectives. If any student is deficient, they will be involved in immediate intervention process during that same week that the deficiency is identified.

ALL students (barring any IEP that specifically addresses this competency) will be promoted from grade to grade and graduate from the Indianapolis Academy of Communication Arts with this program in place from the moment they enroll in our school.

C. Curriculum

CURRICULUM ACCOUNTABILITY

The Indianapolis Academy of Communication Arts will comply with all state mandates addressing effective school curriculum through the following:

- The school will document written curriculum guides for ALL instructional programs in each of the school sites
 1. The written curriculum for each subject area and/or individual course will be formally adopted by the board prior to the opening of school;
 2. Written curriculum will include the following components:
 - a rationale which relates the general goals of each subject area and course to our charter's mission and philosophy;
 - a general description of the content of each subject area and course;
 - general goals for graduates in each subject area or in the students' Individualized Education Programs;
 - -cross references to the knowledge (content), skills and competencies (process) students need to meet the goals established by the district and the Indiana Standards; and
 - -specific, measurable learner objectives for each course at each grade level.
 3. The curriculum will be mapped through the grade levels and subject areas to ensure continuity of learning;
 4. The written curriculum guides will provide expanded support for teaching by including features such as scope and sequence outlines, resources, and instructional strategies and assessments needed to meet the needs of all students.
- The curriculum will be implemented to provide effective instruction:
 1. The written curriculum guides will be utilized through staff planning the instructional program and in the delivery of educational services;
 2. All teachers will participate in the curriculum development and revision process to insure effectiveness and application.
- The school will assess, monitor, and revise the curriculum based upon the educational needs of each academy's students:
 1. The curriculum development process will document the involvement of staff, parents/guardians, members of the community and students;
 2. Systematic procedures will be in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery;
 3. Sufficient resources and administrative support for curriculum development, evaluation and revision will be provided;

4. Staff responsibilities for curriculum development activities as identified in our charter proposal and will be adhered to.

Indiana State Standards

The Indianapolis Academy of Communication Arts charter schools curriculum will align completely to the Indiana Standards in all curricular areas. The curriculum format clearly establishes the language of the Standards as the driving force behind each content area and strand. The aligned curriculum format most appropriately serves our community and accounts for our commitment to increased academic achievement. The curriculum documents standards mapped at each grade level. The format provides for the following

Indiana compliant attributes:

- Standards-aligned outcomes,
- Grade level specific (mapped as: introduced, progressing, mastery demonstrated, and reinforced) skill mastery,
- Measurable and Standards-aligned performance objectives,
- Aligned instructional resources, and
- Aligned assessment activities (oriented to State adopted rubric and/or other).

ISTEP and Graduation Qualifying Exam (GOE)

All core area curriculums will demonstrate assessment activities aligned to the Indiana assessment program as committed to in the charter proposal. All schools have developed a school-wide assessment strategy where students are utilizing aligned multiple-trait rubrics and scoring guides in classroom activities that center on an instructional application in self, peer, and teacher-directed evaluations at appropriate intervals throughout the grade level year or course.

Grades K-12 Curriculum Format

The Academy has established a variety of formats to most appropriately service our clientele. Our grades K-12 curriculum format establishes standards at each elementary grade level. The format provides a framework for instructional resources and assessment aligned to mastery-level curriculum mapping. All teachers, staff, will receive, and parents will have complete access to a fully mapped curriculum in the summer of 2002 for planning purposes.

The process of mapping the curriculum with staff in summer in-service will be completed in the following timeframe:

August, 2002:	Curriculum Mapping for Language Arts (reading, writing, listening/speaking, viewing/presenting) Curriculum Mapping for Mathematics
January, 2003:	Curriculum Mapping for Social Studies and Science
August, 2003:	Curriculum Mapping for Fine Arts and Health/Physical Education

The traditional high school curriculum is aligned to standards as ascribed to course content and terminal outcomes for the credit to be awarded. The high school course curriculum format provides for aligned assessment per unit as well as suggested instructional resources.

High School Remedial Curriculum

It is envisioned that students who enter the high schools at the 9th grade level will be prepared for our curriculum and will be accountable for Standards at the 8th grade proficiency. But, as the Academy is committed to providing all students the opportunity to develop skills based upon their capabilities, a Remedial/Competency-based curriculum and program will be developed. This curriculum will allow for remediation of newly entering 9th grade students based at their placement level as diagnosed by contracted norm-referenced assessments and other diagnostics. This curriculum will allow the below-grade level (9th grade) student to begin instruction in each content area at their appropriate level. The student will be able to build upon demonstrated strengths, and shore up any weaknesses that have not been previously identified.

Please see the Appendices for additional detail on the Scope and Sequence of the Indianapolis Academy of Communication Arts. Sample Lesson Plans also appear in the Appendices.

D. Assessment

The Indianapolis Academy has identified assessments that include a variety of relevant, authentic and criterion-based assessments that most effectively measure the school's actual classroom instructional effectiveness towards fulfilling our goals and aims. The SAP includes full participation and planing for student success in all program assessments in grades K- high school and most importantly, the ISTEP assessments at grades 3, 6, 8, and in grade 10. The schools assessments will include custom criterion-referenced assessment activities and rubrics aligned activities for non-ISTEP grades K, 1, 2, 4, 5, 7, and high school grades during the first school year as well. These assessments will document the student's on-going progress towards successful achievement of the Indiana Standards and include activities and evaluations preparing students for a critical application of concepts learned.

The WRAT and/or similar assessments are utilized for every student, every grade, as a pre-, middle-, and post-test. The results of the WRAT are used for both student diagnostics and in the case of the post-test, is mailed home for parent informational purposes.

In addition, all students will maintain representational reading, writing, and math portfolios of selected teacher generated assessments, performance evaluations, projects, reports, etc. that is utilized for both grading and conference purposes. The portfolios will be utilized in a primarily "student-driven" process that allows for self- and peer-evaluation opportunities and authentic academic goal setting to be realized.

All skills and abilities taught and assessed at the school are not considered mastered until the student demonstrates a 80% proficiency level. The school's grading system follows a traditional grading scale of Highly Proficient (A) = 90-100%, Proficient (B) = 80-89%, Moderate Proficiency (C) = 70-79, Limited Proficiency (D) = 60-69, Deficient (F) = 0-59%. The assessment reporting will be maintained through comprehensive quarterly cumulative report cards every nine weeks and anecdotal progress reports compiled throughout the school year.

The teacher will evaluate and provide feedback for student progress using a variety of assessment methods that value both content and process of academic achievement as described above. The emphasis in assessment is to ensure that students have ample opportunity to demonstrate what they know and are able to do. Teachers will provide written report cards four (4) times a year, mid-term progress reports, and schedule parent conferences semi-annually.

Procedure for Taking Corrective Action if Pupil Performance Falls Below Standards

When assessment results indicate a need for remediation, a diagnosis will be made of the knowledge and skills that each child lacks according to the detailed grade-by-grade standards adopted by the school. By detecting and addressing learning difficulties immediately, the school strives to enable virtually every child to learn at grade level.

Communication with parents is an essential part of the teacher-parent relationship. Conferences can be supplemented with informal parent meetings at any time. If a child is performing below standard, verbal communication will occur either over the phone, using the school's voice mail system or via e-mail.

Also, the needs of students who do not perform at grade level SAP assessments and/or state mandated assessments, despite the ongoing remediation available in the school, will be addressed as follows:

- Determine whether the student is doing his/her job in terms of attendance, attention in the classroom, and completion of class work and homework; and
- Determine whether the teacher is doing his/her job of teaching and consistently requiring a given level of student performance.

If one or both parties are not doing the required work, then appropriate steps are taken to ensure that the work is done. If these steps do not solve the problem, or if both parties are performing the required work, then an effort is made to:

- Isolate those factors that may be ameliorated in the school environment from those which may not; and
- Develop, in concert with the parents and teacher and any other necessary professional educators, an individual learning plan to address factors that the school may correct.

Problems external to or beyond the control of the school will be discussed with the parents and documented. The school will encourage the supportive efforts of parents and work with them to identify options that might benefit their child. Sufficient communication and record keeping provide continuity from year to year. Student may be asked to become involved in remedial instruction in any or a combination of the following: before school tutoring, after school tutoring, and/or academic intercessions. The Indianapolis Academy will accept “NO EXCUSES” for students not reaching their fullest potential.

As required per statute, at the end of the academic year, the Indianapolis Academy will prepare and publish an annual report describing and delineating its financial and academic programs and results. Said report shall also contain a description of teaching methods, as well as instructional or administrative innovations. Copies of this annual report shall be distributed to the sponsor; the Indianapolis Mayor’s Office, and the Indiana State Board of Education. Copies will also be available at the school for public review.

As required by statute, the Indianapolis Academy of Communication Arts will participate in the statewide system of assessment.

Outline of Criteria Designed to Measure the School's Effectiveness

The Indianapolis Academy of Communication Arts has identified a *School Assessment Plan* (SAP) which includes a variety of relevant, authentic and criterion-based assessments that most effectively measure the school’s actual classroom instructional effectiveness towards fulfilling our goals and aims. The SAP includes:

- full participation and planning for student success on independently contracted norm-referenced assessment activities (such as the WRAT, TABE, SAT9, or CAT5) in Mathematics, Reading, and Writing in grades 3-8 (Grades 9-12 to be added)
- and most importantly, school created criterion-referenced and aligned Odysseyware assessment activities in grades 3-8 that most appropriately prepare students for success of the ISTEP assessments. (Grades 9-12 to be added)

August, 2001: Identification/development, adoption, and implementation of a six-trait rubric for writing, and a three trait rubric for reading
Identification/development, adoption, and implementation of a 5-trait rubric for Mathematics

January, 2002: Identification/development, adoption, and implementation of rubrics for Social Studies and Science

These assessment activities will document the school’s on-going progress towards successful achievement of the Indiana Standards and ISTEP.

School Accountability Plan

In addition the school will develop an accountability plan. The plan will focus on the following:

- Student Achievement: Individual student achievement on standardized tests and state assessments.
- Parental Satisfaction: The school seeks to attain 100% re-enrollment each year and at least a 3.0 composite rating (on a scale of 1.0 to 4.0) from a minimum of 75% of all parents on a parent satisfaction survey.
- Demonstration of “Quality School” best practices: This is defined by a level of consistency in the program and instruction from grade to grade, class to class, as evaluated by the educational community.

Each year the Collaborative Committee will publish an annual report that will include the results of the parent survey and a summary of student achievement.

Timeline for Achievement of School Accountability Plan

The accountability plan will be developed and implemented at the conclusion of the 2002-2003 school year. Most students within each grade level should satisfactorily achieve the standards set for the Indianapolis Academy of Communication Arts by the end of each year. All students will achieve at least 80% of the standards at the end of grade, as demonstrated collectively on the SAP and state assessments, beginning with the first class that has been in the school for three school years.

In addition, it has been the practice of the founders and partners to form a relationship with a college or university that will agree to be contracted as an independent third-party monitoring entity to ensure the highest level of accountability to our valued customer; the parent and student. This planned process is outlined in the Appendices. At the time of this application, it was not entirely clear if Ball State University Indiana would continue with its plan to sponsor charter schools for the 2002-2003 school year. We view the final outcome of their decision as being a good sign that the University is receptive to serving as our charter school’s contracted monitoring entity.

E. Support for Learning

The Indianapolis Academy has adopted the Fred Jones model of clear discipline guidelines. This discipline model has proven to work extremely well with the inner city, at risk population. The model is not prescriptive, but rather it outlines a regime for initially organizing the model in the community and evaluation of effectiveness/results to maintain consistency and investment from the staff.

Please see the Appendices for a sample of the Indianapolis Academy’s discipline policies as to be included in the Parent/Student Guidebook to the school.

Through our commitment to apply the Johns Hopkins Community Partnership schools model we believe we can effectively build and maintain family-school partnerships that focus on strengthening support for student learning, improving communication, and encouraging parental involvement in school operations.

Parental satisfaction will be gauged through our aforementioned School Accountability Plan process for gathering and publicizing parental satisfaction results. In addition, at least one Collaborative Committee meeting per year shall be held especially for all parents and the public to attend and receive an annual report about the charter school's performance.

The parents, faculty, and community of the Indianapolis Academy will be empowered and involved in the school on many levels. They will be encouraged to be involved in Collaborative Committee through membership on the CC and/or advisory committees, cultural/instructional committees, daily governance, and other possible committee formations designed to help the schools run effectively and efficiently.

The Collaborative Committee will as needed solicit input from community advisors in business, government, and education to assist the Collaborative Committee on broad policy issues. The school will pursue assistance from private businesses both financially and in terms of practical experiences for the students.

Subcommittees

There will be four standing committees of the Collaborative Committee(CC). The first committee is the Student-Teacher Relations Committee (STRC) which consists of two CC members plus additional parent and teacher members (as needed). The STRC will address any outstanding CC issues or concerns and will promote progress on topics of the CC. The second committee is the Discipline and Dress Code Committee (DDCC). The DDCC shall consist of two CC members plus additional parent and teacher members (as needed). The DDCC will develop a dress code for the student body and address any community concerns and report any findings to the CC. The DDCC will suggest any modifications to a uniform dress code. The Building Accountability Committee (BAC) is the third committee and consists of two CC members plus additional parent and teacher members (as needed). This committee will develop community goals and organize district-wide plans to support the families of the school community in building relationships and supporting student success. Finally, the Special Acknowledgements Committee (SAC) will be made up from two CC members plus additional parent and teacher members (as needed) and will recognize and present to the CC outstanding achievers, programs, and instructional success performed within each month of the school year.

Site-based Councils

A 10 person site-based council that works with each site's Principal shall be elected at a general meeting of all parents of students enrolled at each school. This election is to be held no later than the third week in October of each year. The first annual election of the site-council will occur by the third week of October in the first year of the school's

existence. The site-based council members shall serve a two-year term and may be re-elected to unlimited additional terms. A balanced number of community members, staff, students and parents of students attending each school are eligible to be on the council and vote for the council representatives. The terms of office will be staggered to assure continuity. Policy guidelines will be developed to assure that elections are handled in a democratic fashion.

The site-based council's role is to facilitate communication between the community and the Principal and Collaborative Committee. Each site-based will appoint a member to represent their interest and concerns to the Collaborative Committee in the Committee's meetings. The member, along with the Principal, will bring back to the site-based council any developments, responses, and positions assumed by the CC.

A central goal of the Indianapolis Academy is to build a vibrant learning community. Through the John Hopkins model, we will create a culture of parental empowerment and "ownership" of the school, cooperation and regular communication between home and school, and a school environment that values each student and demands the best from him or her. In this community model, students will be expected to help each other excel both within each classroom and even across grade levels.

Although we cannot *require* parental involvement, we will create a culture of high expectations of our students' families, just as we want them to hold the school's professional staff to the highest expectations. We believe this formula of high expectations of all members of the learning community is crucial to the success of each student entrusted to our school.

All parents and students enrolling in the Indianapolis Academy are asked to sign an agreement or "contract" between the Indianapolis Academy, the student, and the parent. This agreement is included in the Indianapolis Academy guide in the Appendices.

F. Special student populations

The Indianapolis Academy will ensure, per all state and federal requirements, that the needs of special education students will be met. In addition, any provisions contained herein are subject to state and federal requirements for students with disabilities.

Special Needs/Education Coordinator-Continuing Education:

A yet to be identified Special Education Coordinator, will be hired upon the school's opening. This person will have received State certification with a special education endorsement and possess qualifications to support a supervisory and compliance responsibility.

School Policy Book:

An independent, outsource provider with qualifications in the field of public school governance will be contracted to prepare a policy manual in cooperation with the school administration, a portion of which shall be devoted specifically to special education

policy. This policy book shall be completed during the first year of operation. The school will subscribe to a legal compliance service in future years to maintain the policy book according to changes in Federal and State statutes. Legal services will be contracted through an experienced public school law firm and may be engaged to assist, if necessary, with school policy matters including those of special education policy. The school will publicly adopt policies and procedures in open meeting, allowing for community input and education.

Child Identification:

Any parent of a student previously identified as receiving special education shall indicate the existence of an I.E.P. upon application. Furthermore, reviewing their cumulative academic and psychological records can identify students who have received special education at previous schools. In addition, parents usually indicate whether their child has received special education at their previous school during the enrollment interview. All students are formally observed by the charter school teachers, staff, and special education specialists prior to the 45th attendance day and continuing throughout the year for indications of special needs. Students who are identified as possible special needs children will be referred to the school's special education teacher/coordinator, who holds State certification.

Evaluation:

A student receives psychological and other evaluations after a child study team (special education coordinator and/or teacher, classroom teachers, and an administrator) has determined the student may benefit from such evaluations. A student's teacher or parent may *request* that a child study team meet in order to make this recommendation /determination. Before any initial evaluation is conducted, the parent must give prior written consent to the child study team to commence any evaluation activities. In addition to the prior written notice, a full explanation of all procedural safeguards is made available to parents. An evaluation as facilitated by a psychologist licensed by the State Board of Psychologists Examiners will be performed. After the evaluation, the child study team (led by the evaluation entity) meets to determine if the student qualifies for special education. If so, the student can be placed and receive special education services at the charter school in the least restrictive environment possible.

A yet to be named State Certified Psychologist will be the identified as the school psychologist and as such will facilitate all special education evaluations.

Individual Education Plans:

Each student who is identified, evaluated, and placed in special education at the charter school receives an individual education plan as implemented by a multi-disciplinary team of parent(s), student, teachers, and related services personnel as indicated. This plan is reviewed and updated if necessary every year throughout the student's enrollment at the school. The plan addresses and asserts the following points for the student and parents: 1. The student's current level of performance; 2. The student's annual goals and short-term objectives; 3. The least restrictive environment possible for the student; 4. The student's inclusion in regular education activities; 5. Documentation of special

educational related services and personnel. Parents receive a prior written notice and detail of procedural safeguards before an IEP is implemented and a meeting notice is sent to parents to schedule any and all IEP meetings.

Procedural Safeguards:

Procedural safeguards are discussed with the parent at each IEP meeting and the special education coordinator addresses any questions/concerns. An outlined copy of the safeguards is given to the parent at each meeting, and prior to *any* actions taken by the school in regards to special education. Any and all student records concerning special education, evaluation, screening forms, or related referrals are kept separate from the student's cumulative files and in a secure cabinet. This insures strict confidentiality of these records.

Due Process Hearings:

The parent may request a hearing before the Collaborative Committee or the school at any time if necessary in regards to establish, verify, or question special education needs. This process is outlined in the procedural safeguard form given to families and is available from the school at any time. In addition, a complete text of the charter school's special education policies and procedures in regards to suspension/expulsion, pupil-teacher ratios, least restrictive environment, graduation requirements, and other special education policies is kept on file at the administrative office and with the special education teacher for community review.

IV. Organizational Viability and Effectiveness

A. Budget

Start-up Funding

The school will, upon successful chartering, immediately apply for any start-up funding available through both the Department of Education/Mayor's Office's Charter Schools Grant Program CFDA 84.282 as well as through any available Federal resources. The school may pursue start-up funding through its association with various outsource service providers for immediate expenditures such as buildings, furniture and equipment, and cash flow loans.

In addition, we will be actively pursuing independent donations and grants from the private sector to support our start-up costs.

Five Year Financial Plan

An annual budget for the first five years of Indianapolis Academy of Communication Arts operation is attached in exhibits. We acknowledge, per statute, the right to incur debt to pay operating and other expenses. We also acknowledge the right to borrow to finance facilities and other capital items. As required by statute, the school agrees to use accounting practices consistent with the Indiana financial accounting policies and has made provisions to have an annual audit conducted by an independent, outside CPA firm.

The Indianapolis Academies of Communication Arts reserves the right to contract with the local school board, community partners or state agencies for services. Indianapolis Academies of Communication Arts also reserves the right to accept grants, gifts and donations as a public educational institution. As a public institution, we will not charge tuition, but may charge reasonable fees in keeping with similar institutions. Indianapolis Academies of Communication Arts acknowledges its right to both state and federal funding for students identified with disabilities.

Indicate the school's estimated costs and revenues from the school's startup phase through its fifth year of operation (a sample five-year budget template is included in this packet.). Include any contributions of funds or in-kind donations of goods or services expected to be received by the charter school that will assist in evaluating the financial viability of the school. It is critical that you define and give support for assumptions behind revenue and expenditure projections. Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties.

Draft Business Plan for the Indianapolis Academy

EXECUTIVE SUMMARY

This Business Plan includes the following components as part of its application to operate a charter school. The plan offers operational and strategic information that demonstrates the full scope of business envisioned by the founders of the school. The plan demonstrated the degree of dedication and foresight that the founders bring to the formation and implementation of the charter.

It is our belief that all education is dependent upon the ability to read and comprehend what is read effectively. Our educational methodology will focus upon developing literacy skills in every student at the earliest opportunity. A focus on literacy skills such as reading will begin in Kindergarten and effective comprehension will begin at the end of Second grade. The focus upon literacy and comprehension will continue throughout the grades as literary material becomes increasingly more complex and comprehension begins to transition to critical and evaluative operations.

MARKETING PLAN

A. Marketing Summary:

The founders have extensive experience in marketing and public relations with public schools and charter schools throughout the U.S. We will proceed with the vision that we will build upon our knowledge base and successes.

B. Geographic location/demographics:

We will be focusing our facilities locations in primarily densely populated urban areas throughout the Indianapolis area. These communities and populations are generally in need for community-based programming that is responsive to the community and is not mired in bureaucracy and politics. The Indianapolis Academy will provide the communities an open forum through which the community can positively act upon the

administration and governance of the school to best serve the needs of the student body as well as that of the community at large.

Urban communities are populated by a predominantly minority base including black, and other populations. The school anticipates that whites, blacks, Hispanics, and Asians will enroll in the school.

C. Target Market:

We have an open enrollment, non discrimination, policy and as such, we will offer service to every student as needed. However, our target market is full time students from the surrounding community.

D. Marketing:

Upon approval of our charter, we shall create brochures and fact sheets. We will accelerate our efforts through a targeted door to door personal contact campaign for enrollment. We will make full use of available technologies and standard marketing media, advertising, press releases, and broadcast public service announcements. Potential area business sponsors will be contacted personally and with literature of our services to the community.

E. Competition:

As free market advocates, we are entering the school business because we are dedicated to providing excellence in education. Therefore, competition is welcome - we believe our high standards and innovative program of instruction will attract and return our students and families. Academic competition is good for everyone. It inspires people and institutions to excel in order to survive. We will be working hard to create a positive "word of mouth" recommendation based on our long time experience in education and demonstration of the student's growth in academic achievement.

The Indianapolis Academy acknowledges that if chartered, our school will be one of the first in the state. We recognize the opportunity this affords us, but we also recognize and welcome the intensity of the predictable press inspection, review, and accountability this will place upon all involved in the school.

MANAGEMENT PLAN

Indianapolis Academy is committed to follow organizational strategies as established in the work of Steven Covey. The applicant has a great personal commitment in this area and has decided to utilize *Principle Centered Leadership* concepts to create successful leadership in school environments and governance. (Please see Appendices.) Indianapolis Academies of Communication Arts will strive to empower and involve the local community and parents in the educational process in order to support the child in learning all the time.

Covey presents a holistic, integrated principle-centered approach for developing successful organizations and identifying and addressing issues. These principles are

mutually developed and agreed to by all the members of the organization and is centered on honesty, integrity, fairness and human dignity. These principles allow for a better adaptation to change and the ability to utilize the advantages that changes can offer. The goal of this viewpoint is to work from dependence to independence to interdependence.

A. Ownership:

The Indianapolis Academy charter will be held by the Indianapolis Academy Collaborative Committee, and as such, will contract through the sponsor to provide educational services to the families of students enrolled in the school.

B. School Location and Facilities:

The Indianapolis Academy will locate its schools and offices in Indianapolis, Indiana. Indianapolis Academy will create nurturing learning spaces conducive to the needs of our community and families. As our commitment is to be a force for revitalization in the inner city community and a source of renewed faith in public education, our schools and administration will be located in areas most in need and expressed interest in our unique services and programs

The school will be moving into possibly renovated existing school facilities as well as evaluating building new facilities.

All school facilities will have full phone and computer linkage, with a phone/voice mail system. The schools will utilize the Internet for the full range of administrative, communication, research and education functions, including accountability with the Indiana Department of Education, financial tracking/reporting, e-mail and website.

C. School Governance:

The Collaborative Committee will:

- Communicate to the public the mission of the school through timely use of the media
- Continuously review progress of the school and ensure it is in compliance with all relevant requirements and performance standards
- Plan strategies for recruiting students while assuring equal access to all students
- Establish links with other schools, businesses, and institutions of higher learning
- Review application of all applicants for hire before employment is finalized
- Comply with all provisions of state law/statutes regarding duties of the governing board

The Administration will:

- Articulate a vision at the school site and define needs for parent, teacher and community participation for support of the school

- Report quarterly to the Collaborative Committee on the progress of meeting academic and fiscal goals
- Exemplify the school curriculum and emphasize the importance of, and belief that every student can succeed
- Supervise and evaluate teachers and staff as they assist the students in achieving academic success
- Accept application and interview individual applying for a position that involves teaching, curriculum or interaction with students
- Accept application and interview each student and parent/guardian who submits a timely application

The Teacher will:

- Exercise professional authority and judgment concerning the education of the children in his/her care
- Organize the material and develop strategies that will help students meet performance standards
- Teach the school curriculum as outlined in curriculum materials
- Continue to improve teaching techniques and knowledge
- Treat each student with respect and dignity

The Families and Friends of the School will:

- Participate with teachers in helping their students establish and achieve goals for school performance
- Assist the director in coordinating school services and programs
- Provide leadership in developing community support for the school

FINANCIAL PLAN

A. Operational Funding:

The Collaborative Committee members and our partner, ABS School Services (EMO) personnel brings a tremendous wealth of school administrative expertise to Indianapolis Academy. As a group of individuals, ABS possesses a wide range of practical experience from inception, through satisfying requirements, construction, school design, curriculum development, budgeting and financial management. This range of successful schools operation contributes to all aspect of the school's operations.

The funding required for the opening and continued operation will be achieved through start up and implementation grants, private grants, commercial financing, and from State revenues.

B. Important Assumptions:

- ❖ All financial operations will meet State and Federal requirements for school partnerships with LLC EMO organizations.
- ❖ Budgets developed for the charter application are based upon state funding for students in attendance.

- ❖ Grant writing will bring in additional revenue.
- ❖ The Collaborative Committee has full oversight, responsibility, and approval of the budget.

C. Annual Audit

An external, State certified CPA firm will conduct an annual audit of financial records of Indianapolis Academy. Criteria and timeline for conducting the audit shall be developed and shall mirror the State and /or Federal requirements.

D. Budget Variances

Budget planning for specific line items will be compared monthly to actual. Adjustments will be based on sound justification and necessity.

STRATEGIC PLAN

The decision to open Indianapolis Academy has been a planned decision over the course of months. Motivation comes from a strong and unwavering desire to bring together the collective talents of the founders and personnel within the existing ABS School Services organization and provide excellence in education while offering parental choice and participation in their child's educational experience.

Strategic Planning Phases:

- I. Explore site locations
 - II. Site planning and community building, exploration of feasibility
 - III. Charter Application
 - IV. Apply for grants and further funding, curriculum development
 - V. Commit to facility/comply with city codes/regulations and prepare building for occupation
 - VI. Marketing
 - VII. Hire personnel
 - VIII. Purchase furniture, books and supplies, etc.
 - IX. School Opening Fall 2003
 - X. Year 2, public relations focus/school activities expanded; development of additional sites and building plan, improved curriculum activities
 - X. Year 3, Additional sites and building plan implementation; improved curriculum activities.
- ❖ 2001-2002. We have explored the feasibility of creating a charter school and searched for the most advantageous location for success and need of the community.
 - ❖ 2001-2002 Curriculum Development. There will be a strong emphasis on critical thinking skills, processing skills, high expectations, and literacy-based curriculum. Traditional and innovative class work promoting student success to mastery is the

goal. Integration of community needs and beyond assuring close alignment to the State curriculum standards.

- ❖ 2001-2002 Collaborative Committee Policies and Procedures: Document school policies to be adopted by the Collaborative Committee prior to the hiring of staff and the opening of school.
- ❖ Fall/Spring 2002/2003: Upon approval of the charter; apply for grants, facility preparation, implement community-based marketing strategies. Refine structure to allow ease of financial and audit procedures.
- ❖ Summer 2003: Teacher workshops on classroom management and curriculum/assessment aligned teaching strategies.

Indianapolis Academy shall develop mutually beneficial strategic alliances with individuals, groups, organizations, companies, and advocates to enhance the educational experiences and outcomes of our students and their families and the community and charter schools.

Years 2 and 3 are ongoing improvement in the program.

B. Enrollment / Demand

Population to be Served

The Indianapolis Academy of Communication Arts sites will be located throughout the inner city of Indianapolis. Our long-range plan includes both new construction as well as occupying existing structures already meeting local municipal code. The priority for the placements of our charter sites will be the primarily urban, densely populated areas that are served by larger traditional school districts and programs. We feel that our program will most effectively serve this population.

A distinctly multi-ethnic population populates the inner city. We anticipate and welcome our schools to enroll a mix of Blacks, Whites, Hispanics, and other ethnic populations.

The Indianapolis Academy will not discriminate on the basis of ethnicity, religion, gender, economic status, or disabilities, limiting conditions, etc.

Enrollment

The Indianapolis Academy will serve all children. In order to secure a cross-section of the school-age population, the school will promote the school to the entire community. Priority will be given to pupils returning to the charter school in the second or any subsequent year of its operation and to siblings of pupils already enrolled in the school. To be eligible for admission, the student must provide proof of minimum age as established by regulation, and a completed application form. As indicated in our business plan, the Indianapolis Academy will market itself through various media in the most responsible way to ensure that enrolment is completely open. This practice will continue throughout the existence of the school.

Initial first year enrollment is anticipated to total 540 students K-8 the first year. We anticipate adding additional sites and additional grades in years two through fifteen. Sites will be added as grades/enrollment is more accurately projected to possibly include an elementary school site, a junior high school site, and a high school site.

The grades 1-8 class size will be limited to 23 students in a class. The school shall enroll all students who respond by submitting timely applications. Students will be enrolled on a first come, first serve basis during a publicized, open enrollment period, excepting necessary desegregation order compliance. When class or grade enrolment caps are reached, students will be chosen randomly from the waiting lists for that class of grade when an opening occurs. Admission will be limited to the grades and ages of pupils served as described under Educational Philosophy. High school classes may vary somewhat, but an enrollment cap of 25 per class will be as closely strictly adhered to as possible.

Kindergarten

The Kindergarten class size will be limited to 20 students. This smaller class size affords the K teacher to most effectively address our charter’s focus upon building literacy skills with the young child. This is paramount to the success of our mission.

The following table illustrate our fifteen year growth plan in regards to numbers of students served.

K-12 Enrollment Projection

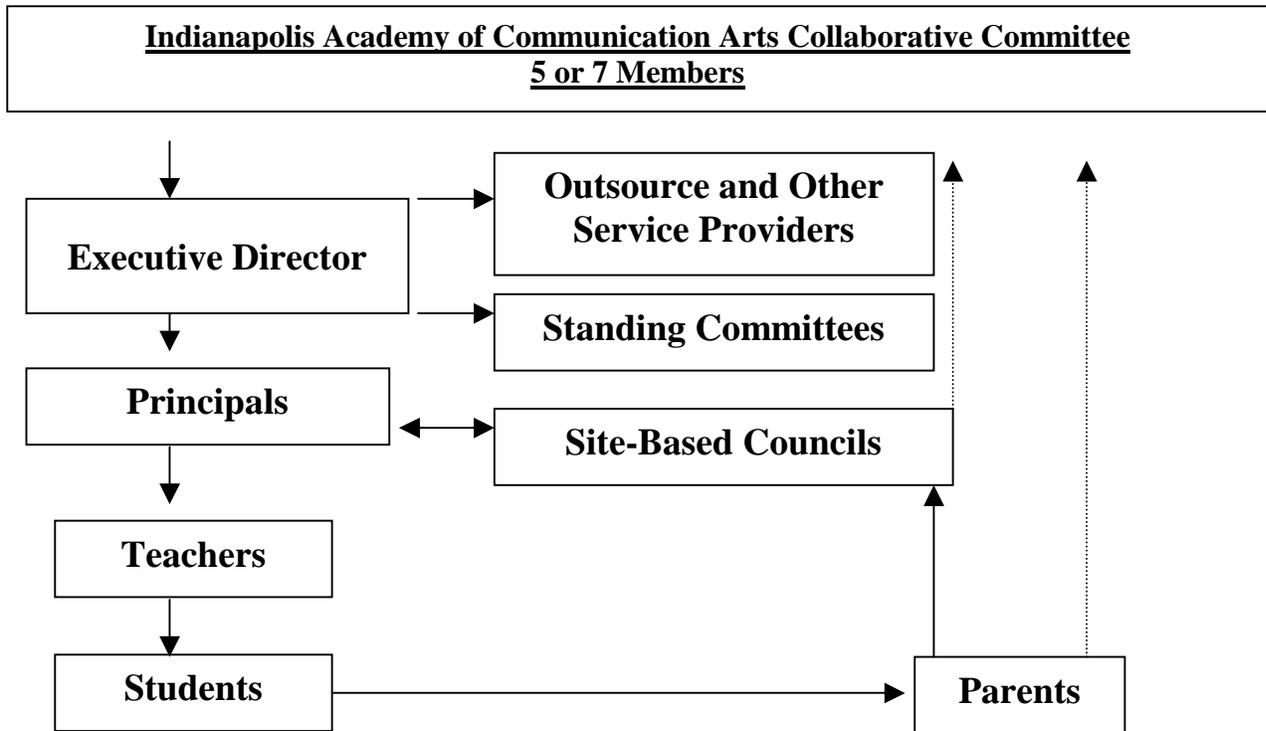
	# of Classes per grade/ # of Students in Class	Grades	Students	Certified Staff	Ratio
Yr. 1	3 Ks-8/60	K-8	540	27	1:20
Yr. 2	4Ks/80, 3 Grds1-9/60	K-9	620	31	1:20
Yr. 3	4Ks-1/80, 3 Grds2-10/60	K-10	700	35	1:20
Yr. 4	4Ks-2/80, 3 Grds3-11/60	K-11	780	39	1:20
Yr. 5	4Ks-3/80, 3Grds4-12/60	K-12	860	43	1:20
Yr. 6	4Ks-4/80, 3Grds5-12/60	K-12	880	44	1:20
Yr. 7	4Ks-5/80, 3 Grds6-12/60	K-12	900	45	1:20
Yr. 8	4Ks-6/80, 3 Grds7-12/60	K-12	920	46	1:20
Yr. 9	4Ks-7/80, 3 Grds8-12/60	K-12	940	47	1:20
Yr. 10	4Ks-8/80, 3 Grds9-12/60	K-12	960	48	1:20
Yr. 11	4Ks-9/80, 3 Grds10-12/60	K-12	980	49	1:20
Yr. 12	4Ks-10/80, 3 Grds11-12	K-12	1000	50	1:20
Yr. 13	4Ks-11/80, 3 Grds12	K-12	1020	51	1:20
Yr. 14	4Ks-12/80	K-12	1040	52	1:20
Yr. 15	4Ks-12/80	K-12	1040	52	1:20

If chartered, the Indianapolis Academy will fully comply with all desegregation orders as they apply to our enrollment practices and open policy. It is highly anticipated that the school, since serving inner city populations will likely necessitate having compliance factors in place with the Indiana charter law, including IC 20-5.5-5, and other applicable desegregation orders.

C. Governance and Management

Description of the School's Organizational Structure

(The Indianapolis Academy of Communication Arts will be organized and controlled by an Indiana non-profit. A draft of the by-laws are included in the Appendices.)



Principle Centered Leadership

The Indianapolis Academy of Communication Arts is committed to emulate organizational strategies as established in the work of Steven Covey. The founders have great personal experience in this area and have used the *Principle Centered Leadership* concepts to create successful leadership and governance in both school and non-school environments.

Covey presents a holistic, integrated principle-centered approach for developing successful organizations through identifying, and addressing issues. These principles are mutually developed and agreed to by all the members of the organization and is centered on honesty, integrity, fairness and human dignity. These principles allow for a better adaptation to change and the ability to utilize the advantages that changes can offer. *(Please see Appendices for information)*

The goal of this viewpoint is to work from dependence to independence to interdependence.

Governing Entity

The Indianapolis Academy of Communication Arts governing entity, the Collaborative Committee eventually (prior to the opening of school) shall consist of 5 or 7 members. The initial members are Dr. Diana Bourisaw and Mr. Tom Frye.

Governing board members are selected by the charter holder and will undergo thorough background checks.

Upon vacancies, this Collaborative Committee may ratify appointments of community members, professionals, parents, staff, etc., to the Collaborative Committee with the President of the Collaborative Committee. All Collaborative Committee meetings and minutes of such meetings shall be subject to the Freedom of Information Act and the Open Meetings statutes of the State of Indiana. Collaborative Committee members may be parents, members of the community, and businessmen/businesswomen, who are area residents and support the philosophy of the school. Once a full Collaborative Committee is implemented, there shall be a president, vice-president, and secretary/treasurer.

This Collaborative Committee will have primary responsibility for the development and review of all major policies, handle any problems that cannot be addressed by the Principal(s), and make all major decisions for Indianapolis Academy of Communication Arts. These may include, but not be limited to, curriculum, budget development, and final approval of contracts. Each CC member will serve on standing committees as part of their CC responsibilities. Each Collaborative Committee member will have one vote and adoption of any issue shall be by simple majority. Any member may choose to abstain from voting. The Collaborative Committee shall meet monthly with special meetings being called by the president or any two Collaborative Committee members.

At least one Collaborative Committee meeting per year shall be held especially for all parents and the public to attend and receive an annual report about the charter school's performance.

Day-to-day academic operations shall be the responsibility of the Principal(s). These individuals will report directly to the Executive Director. The Principal(s) may be asked to report directly to the Collaborative Committee via the Executive Director.

Dr. Bourisaw brings a great deal of experience as a former public school superintendent. In addition, she has recently had experiences in supporting several community-based charter school initiatives in Missouri.

Mr. Tom Frye brings valuable experience to the Collaborative Committee in the areas of educational and corporate strategic planning and organization.

The Principal of the Indianapolis Academy of Communication Arts will be selected on the basis of community familiarity, ability to work effectively with parents, students, and

the community as valued customers of our service, ability to work with the staff and faculty and inspire and hold them accountable for effective classroom instruction.

The following is a summary of the qualification of the school leaders which is the basis or evaluating their performance.

Executive Director

Executive Director is the corporate and fiscal manager and shall be directly and indirectly responsible for the facilitation of financial operations and the decision-making process of the Indianapolis Academy of Communication Arts. The Executive Director shall be responsible for administering the budget determined by the Collaborative Committee and supervising all relevant staff members regarding school finances. Executive Director shall be directly responsible to the Collaborative Committee, which has responsibility for hiring/termination.

The Principal(s) shall be responsible for interviewing candidates for all other staff positions and making recommendations for hiring to the Collaborative Committee. The same process of operation would be in effect for the termination of an employee. The Principal(s) shall have the authority to recommend termination of staff. All employees are directly responsible to the Principal(s) and thus should bring issues of concern to their attentions. If any staff member feels their concerns have not been addressed satisfactorily, they may petition, in writing, to the President of the Collaborative Committee to have their concerns heard at an open or closed Collaborative Committee meeting.

Major staffing position described:

EXPECTATIONS OF EXECUTIVE DIRECTOR

- The Executive Director oversees the Principal(s) (when hired) and is ultimately accountable over all affairs of the school.
- Appropriate professional certifications and degrees in the related fields of education.
- Demonstrated ability to allocate and manage a major budget for a complex organization.
- Responsibility for evaluation and growth plans for school Principal(s).
- Demonstrated preparation to perform duties.
- Demonstrated ability to plan, schedule and coordinate the efforts of numerous people and numerous projects simultaneously.
- Demonstrated ability to comprehensively address all personnel.
- Demonstrated ability to facilitate groups of people from diverse backgrounds and interests.
- Demonstrated ability to oversee a physical plant including its use, maintenance and new construction.
- Demonstrated knowledge of and commitment to the mission statement, guiding principles, goals, and delivery of instruction.

- Demonstrated ability to empower others and delegate both responsibility and authority to others.
- Demonstrated characteristics of honesty, integrity and a sense of humor.
- A proven record of collaboration with staff, parents and community members.
- Evidence of on-going professional growth.

School Principal(s)

The School Principal(s) is the instructional leader and shall be directly and indirectly responsible for school-based operations and the decision-making process of their school site. The Principal(s) will serve as the site administrator of the school and will have responsibility for the academic operation and success of the school He/she shall be responsible for implementing the school budget, supervising all relevant staff members regarding the school site operations. The Principal(s) shall be directly responsible to Executive Director.

The Principal(s) shall be responsible for interviewing candidates for all other staff positions and making recommendations for hiring to the Collaborative Committee. The same process of operation would be in effect for the termination of an employee. The Principal(s) shall have the authority to recommend termination of staff to the CC. All school employees are directly responsible to the Principal(s) and thus should bring issues of concern to their attentions. He/she will serve as facilitator for any site-based councils.

➤ EXPECTATIONS FOR THE POSITION OF PRINCIPAL(S)

- Administrative Certification, M.A./M.S. or higher
- Demonstrated ability to plan, schedule and coordinate the efforts of numerous people and numerous projects simultaneously.
- Demonstrated ability to employ, supervise, evaluate, apply due process, dismiss and compensate personnel.
- Demonstrated ability to facilitate groups of people from diverse backgrounds and interests.
- Demonstrated educational leadership including curriculum, instruction, student conduct, and professional growth
- Demonstrated knowledge of and commitment to the mission statement, guiding principles, goals, and delivery of instruction.
- Demonstrated ability to provide effective leadership by including the educational community in decision-making and implementation of the program.
- Demonstrated ability to empower others and delegate both responsibility and authority to others.
- Demonstrated characteristics of honesty, integrity and a sense of humor.
- Demonstrated ability to communicate with staff, parents, students, and the community.
- Demonstrated ability to work well with children.
- Evidence of on-going professional growth.

- Works for, in harmony with, and participate in evaluation and improvement(s) with the Executive Director.

Provide the criteria the board will use to choose the school's leader. Describe how the school leader will be evaluated.

The Indianapolis Academy of Communication Arts plans to partner with an EMO, ABS School Services. Information regarding this company and a draft agreement for their services is included in the Appendices.

D. Human Resources

The Teacher will report directly to the school Principal(s). The Teacher provides the leadership and knowledge needed to plan for each student's learning and the development and implementation of the curriculum.

Qualifications/Attributes of Teachers

- B.A./B.S. or higher, and have Indiana teacher certification,
- Demonstrated competency to deliver an educational program,
- Demonstrated history of providing effective, innovative instruction
- Demonstrated knowledge of and commitment to the mission statement, guiding principles, goals, and delivery of instruction
- Demonstrates proficiency with technology such as PC and software applications (or is willing to commit to training to become proficient prior to the start of the school year)
- Demonstrated ability to work in a shared-responsibility decision-making, model by attending site-based council and PTO meetings
- A proven record of collaboration with colleagues, parents, and community
- Participates as a volunteer in the community
- Demonstrated characteristics of honesty, integrity and a sense of humor
- Demonstrated ability to work well with children
- Evidence of on-going professional growth
- Open to intermittent evaluations and evidence improvement as a result of evaluations
- Evidence of on-going professional growth

Description of the School's Plan for Securing Personnel

The Indianapolis Academy will secure personnel by advertising in the local print media and by contacts through the career placement centers at each of Indiana's post-secondary teacher training institutions. Candidates will be invited to provide application materials and resumes. The Principal will forward selections to the CC, which shall have the sole authority to determine employment.

All faculty and staff at the school will be screened by: a criminal background check to be conducted by both the local police department and the FBI, and a child abuse registry check.

- All paid positions will be publicly advertised in appropriate regional (and perhaps national) media. All advertising and follow-up communication will describe the mission and nature of the school including the school's commitment to Equal Opportunity Employment.
- Persons interested in responding will be required to submit a letter of interest and a resume to the appropriate hiring authority (Principal(s)) as designated in the advertisement.
- The usual and customary benefits of employee medical, dental, and retirement will be included in all advertisements and detailed to all potential employees.
- As much as possible, especially after the selection of the initial staff, all hiring should involve broad input from other professional staff and other learning community members, including the initial review process, interviews, and selection of candidates. Where significant difference of opinion exists concerning a candidate, the hiring authority should inform the Collaborative Committee of this situation and his/her rationale for seeking the candidate. The final decision on all hiring rests with a majority vote of the Collaborative Committee.
- Selection of candidates for interviews and for employment should be based primarily on the candidate's qualifications for the position and the candidate's ability to demonstrate his/her commitment to the mission and educational goals of the school. To assist them in determining if this school is the right place for them, all applicants should be encouraged to visit the school; talk with other employees or learning community members; and read the Charter, the annual report card, and other profiles of the school.
- Upon Collaborative Committee approval, a contract for not more than one year will be issued under the signature of the Collaborative Committee President. The contract will incorporate this Charter, the Personnel Policies and other relevant documents into the contract and will clearly state the term of the contract, entering rank or classification of the employee, salary and means of payment, and benefits provided.
- Much of the above process will be waived or expedited for non-contractual employees, so long as the process is still openly advertised and meets all applicable legal requirements for hiring.

Evaluation

Each employee will be evaluated on an annual basis. The annual evaluation will be lead by the Principal(s) and the employee and will address progress in various assessment areas. Each of these areas will be assessed by the supervisor as "meets or exceeds" or "needs improvement". Areas needing improvement are to evidence growth and improvement. The school will participate and follow the Milken Foundation model of the Teacher Advancement Program. A summary of this model is included in the Appendices.

Professional Development Plan

Staff development days have been scheduled and included in budget analysis and contracts. The professional development plan focuses on the following ideals:

1. Effective, coherent, and meaningful professional development of all instructional staff is a crucial component of any educational institution.

2. Although this plan refers primarily to a formal annual program, professional development at the school should be a daily occurrence. Whenever teachers collaborate as teams, departments, or across grade levels or disciplines; engage in construction or revision of curriculum; design effective assessments of student mastery; engage in the annual evaluation program (either as subject or evaluator); serve as mentors to one another; and so on, they are assisting in each other's professional development and furthering the staff development goals of the school.

3. The annual budget will include adequate funds for a formal, comprehensive staff development program. However, meaningful staff development is not measured by annual expenditures alone. The challenge of charter schools is to direct maximum financial resources toward the classroom and to pursue creative ways to provide for the other needs of the school. With this in mind, professional development will not be limited to those components that can be paid for by the annual budget allotment.

4. Meaningful development arises from the expressed needs of the instructional staff, recommendations of evaluators (both internal and external), and evidence of program strengths and weaknesses provided through regular internal and external assessments of student proficiency. Consistent with the school's goal as a learning community of providing the professional staff with broad input into all educational and governance policies, the school community will outline a detailed staff development program once the whole staff is hired and secured.

5. It will be the responsibility of the Principal(s) and the instructional staff to identify staff development needs and pursue programs that show promise of meeting those needs. An annual staff development program must be outlined and submitted for approval of the Collaborative Committee prior to the close of the previous school year.

6. Development and implementation of the school's annual professional development program will be guided by:

- the mission and stated educational goals of the school, with priority given to programs that assist teachers in effective collaboration across grade levels and disciplines, collaboration with parents, higher level teaching and learning, multiple teaching strategies for reaching all students, strategies for correcting minority/gender/other achievement gaps, meaningful assessments of learning, writing across the curriculum, and student behavior and attitudes results of an annual evaluation of the school's programs, recommendations of outside program reviewers (such as the annual or biennial Sponsor's audit and reports from state or accreditation association review teams)
- results of internal assessments of student achievement in each subject and grade
- the Indiana Standards and assessments of proficiency
- the goal of continuous educational improvement in all areas coherence of the program from year to year

7. Each professional development program will be evaluated by the participants; the overall annual program will be evaluated by the educational community.

A teacher at the Indianapolis Academy of Communication Arts can expect a daily schedule (approximately 6:30 AM to 3:30 PM) that includes regular and frequent meetings with a mentor teacher or a practicing teacher for support processes. In many cases, the teacher will be tutoring small groups of students with diagnosed and prescribed remedial activities before the school day begins. Often there may be a faculty meeting or individual meeting with the Principal before the school day begins. It is expected that teachers will punctually greet all their students at the beginning of class and expect the students to be led in the Pledge of Allegiance and a moment of silence. Teachers will begin the instructional day (planned for 8:00 AM) by indicating the set of objectives and activities for the day and apply mastery teaching strategies and techniques as needed throughout the day. Planning periods will occur daily as visiting teachers and specialty teachers involve students in subjects such as music, foreign languages, arts, handwork, or PE. The teacher is expected to supervise their students at all times including lunch. Scheduling will be constructed so as to permit teachers their own separate lunch time during an appropriate timeframe during the day. The teacher will be the last person to see each of their students each day up until dismissal time (planned for 3:00 PM). Many times the teacher may work after school tutoring small groups of students with diagnosed and prescribed remedial activities after the regular school day ends. The teachers as needed will staff intercessions. Teachers without student intercession assignments will be expected to work on developing curricula, evaluating instructional resources, developing assessments, working with school committees, participating and working with the community, or other types of assigned activities that benefit the overall climate and customer satisfaction with the school, or specific activities that lead to increasing classroom instructional effectiveness, i.e., working with mentors and practicing teachers.

The Indianapolis Academy will hire special education personnel and service providers to comply with all existing IEPs and any newly diagnosed students with special needs as identified by the Indianapolis Academy faculty and special needs personnel. All special education staff, personnel, and contracted service providers such as OT, PT, Speech, etc, must possess current State certification for that endorsement and provide proof of such certification and demonstrate good standing in previous applicable settings.

E. Financial Management

Assurances

The Indianapolis Academy has been created to offer an educational choice to our community and families. It is the intent of the Indianapolis Academy to infuse an “entrepreneurial” and best business practices aspect into all facets of the educational structure. Therefore, the founding Collaborative Committee has purposely set out to partner with a comprehensive educational service provider and outsource suppliers to contract with to provide an economic and efficient alternative to what we see as the usual bureaucratic complications to providing public education. In short, we have sought out what we feel are the best contractors available to provide support services such as staff

development, instructional resources, facilities, and back office (i.e., fiscal/administrative operations) to the school. In this way the Collaborative Committee and founding members of the school are certain that personnel possessing the highest level of qualifications and experience are put into the positions of servicing the vision of the founders.

The contracted providers have demonstrated that they possess and indeed exceed the necessary qualifications and experience with federal and state laws and regulations to ensure all practices comply fully with these laws and regulations. All contracted outsource personnel and services will be contracted with only after proving to the CC that they include and provide an easily understood annual evaluation module and component to their services. This will ensure that the CC will be able to effectively evaluate the performance of the outsource contractor on an annual basis prior to continuing any agreement.

Internal Control Procedures

The Indianapolis Academy has established the following procedures to maintain internal control over all assets. The purpose for establishing internal controls is to provide a reasonable assurance that the school will accomplish its objectives of safeguarding assets, providing accurate financial information, promoting operational efficiency and ensuring compliance with laws, regulations and established school policies and procedures.

TRANSACTION AUTHORIZATION: The budget is allocated to the school and the authorization for expending funds is assigned to Finance Director. The Finance Director is responsible for monitoring their budget and for assuring that each purchase is appropriate and necessary.

TRANSACTION RECORDING: All transactions are recorded at the time of authorization. The Finance Director is responsible for verifying the amounts, the classification to the appropriate accounts, the proper authorization of all transactions prior to posting them to the Financial Management System. All source documents used to record transactions are official school forms and are pre-numbered for accountability. All forms are accounted for by logging the document number at the time they are used or issued. All void documents are marked void and kept on file.

SAFE-KEEPING ASSETS: The access to assets is limited by assigning primary custodians in each department. The Control Agent for each Department is responsible for monitoring the access to buildings, cash and other assets.

RECORD RECONCILIATION: The comparison of actual assets on hand with the amounts recorded in the financial system is administered by the Finance Manager. Monthly/periodic reconciliation of bank statements, and other financial records are prepared and verified during the monthly closing process. All discrepancies found during the reconciliation process are researched and corrected at the time they are detected.

AUDIT: The acquisition of a financial audit by an outside agency to determine whether all financial controls and administrative operations are successfully designed and implemented.

System Descriptions

BUDGET: Indianapolis Academy will prepare and adopt an annual budget in accordance with statutory requirements. The Operating Budget is prepared under the direction of the administration. A budget committee is selected and used to make decisions regarding budget issues. The budget committee member selection is designed to ensure representation from the staff.

Upon completion of the final close for each fiscal year, the charter school determines the actual cash balances for all funds and reports them to State Department of Education by the designated deadline.

Increases, decreases and adjustments to the finalized budget are presented to the State Department of Education for approval. Once all approvals are in place, the change is recorded to the Financial Management System of the charter school and the adjustment is made to the original budget.

Budget Adjustments which do not alter the total amount of the budget are processed as follows:

Intra-Budget Transfers – Transfers between expenditure codes within the same function are presented to the State Department for approval. Once all approvals are in place, the change is recorded to the Financial Management System as an adjustment to the original budget.

Inter-Budget Transfers- Transfers between expenditure codes outside of the same function are presented to the State Department of Education for approval. Once all approvals are in place, the change is recorded to the Financial Management System as an adjustment to the original budget.

PAYROLL: The administration is responsible for monitoring the hiring of employees, authorizing salaries, initiating employment contracts and maintaining the staffing levels approved in the annual budget.

The approved employment contracts are entered into the Employee Management System and the salary worksheets are forwarded to the payroll department. All payroll is processed from the timesheets provided by the payroll department. All additional payroll payments are processed by exception and only with proper authorization from the administration.

The school is responsible for reporting student absences and the use of substitute employees. Absentee reports are submitted on Friday of each pay period. These reports

are submitted to the Finance Director and are used to update employee leave balances. Leave taken without sufficient leave balances are docked from the employee's pay.

All insurance and other deductions are submitted to the payroll department on the proper forms. Records of these deductions shall be kept at the school site.

PURCHASING: The Finance Director is responsible for assuring that all purchases against their assigned budgets are appropriate and necessary. The purchasing process is initiated by the Finance Director by submitting the required, pre-numbered, purchasing document to the administrator for review and approval. School policies and procedures are designed to meet all of the requirements of the procurement code as dictated in Statute.

ENCUMBRANCES: The Finance Director forwards all documents to the administration. The administration verifies that sufficient budget exists for the purchase, that the expenditure is correctly classified and coded to the appropriate account.

Upon completion of the required verifications, the purchase document is recorded as an encumbrance on the Financial Management system. A copy of the all Purchase Requisitions are kept by the Finance Director where it is held until the order is complete and ready for payment.

RECEIVING: A designated copy of the Purchase Order is signed to document the receipt of goods and to authorize the release of payment to the vendor. A copy of the Purchase Order is then retained by the Finance Director for processing.

ACCOUNTS PAYABLE: All vendor invoices are retained by the Finance Director and the Finance Department. The vendor is matched to the encumbrance copy of the purchase order and the receiving copy to the purchase requisition. Once the documents are matched, the items invoiced are matched to the items listed on the approved copies of the purchase order. The account distribution is verified and any necessary changes are noted on the invoice.

Invoices are verified by checking extensions, footing, discounts and freight terms. The Finance Directors enters the invoices to be paid from each designated fund. An edit listing is generated from the Financial Management System and is used to verify the accuracy of the information entered for the check batch. Upon completion of the verification, the check batch is posted and the payables are printed. The Financial Management System generates a check register, a schedule of checks to be written and a remittance advice report. A check register by find is generated.

The checks are signed in person. The check back-up documents are assembled by the Finance Director and presented to the administration or other authorized signer, along with checks written. The check back-up documents are reviewed, verified and initiated by the Finance Director. The check is then initialized and authorized for release of payment. The Finance Director then reviews and initials the check back-up for bank

reconciliation purposes. All “manual checks” prepared for each fund are entered into the Financial Management System individually, after they are written.

All bank accounts are reconciled on a monthly basis. The Finance Director verifies and approves the bank reconciliation’s and makes any adjustments necessary to the general ledger. The Finance Director cancels all check back-up as the checks clear the bank.

CASH RECEIPTS: All Monies received are receipted by the administration for Extra-Curricular Activities. All monies are receipted using pre-numbered receipts and are deposited into the appropriate bank account within the 24-hour deposit rule.

All funds received by the administration for Extra-Curricular Activities are forwarded to the Finance Director to be recorded to the Financial Management System on a daily basis, by account.

A pre-numbered receipt is prepared for all monies collected. The payer, date, amount, fund, receipt code and a description of payment is recorded on each receipt. The person initiating the receipt signs the receipt. The original receipt is given to the payer, a designated copy is forwarded to the Finance Director with the payment and any remittance information and the person initiating the receipt retains another designated copy. Monies received at the school are receipted using pre-numbered receipts. Monies received for lunch/breakfast fees are balanced, reported and deposited on a daily basis by the Finance Director.

ACCOUNTS RECEIVABLE: The accounts receivable system is maintained centrally. The Finance Director is responsible for billing and monitoring the collection of all amounts due from other departments and/or outside agencies. The Finance Director is responsible for tracking and verifying the cash balances for all federal, state, and other grants and contracts awarded to the district. The Finance Director prepares the required cash receipt, reimbursement reports and invoices necessary for collection of amounts due for various programs.

PETTY CASH: Petty cash funds are issued upon authorization of the administration. A petty cash custodian is assigned responsibility for maintaining the fund. A petty cash voucher is required for all payments made from the fund. The petty cash vouchers and receipts documenting all purchases are submitted to the Finance Director with a purchase order, to replenish the petty cash fund. The petty cash fund must be returned to the Finance Director, in cash or invoices before the end of each fiscal year. Another petty cash fund may be requested in the new fiscal year.

REPORTING: Monthly reports are distributed to each program coordinator upon completion of the final monthly close. The program coordinator is responsible for reviewing the accuracy of the transaction information. Any discrepancies will be reported to the Finance Director in order to initiate the necessary corrections.

INTERNAL CONTROLS: Computer access to the Financial Management System is available to all staff. This access is a view only capability.

AUDIT: Indianapolis Academy will comply with all customary and specifically required audits in compliance with all Indiana State Auditor Rules and Regulations pertaining to audits of state and local government divisions. Annual audits will occur.

Upon successful granting of our charter the Collaborative Committee will immediately begin the work of applying for all Federal, State, and any other applicable stimulus or star-up grants and funding. In addition, the school will begin the process of securing any necessary facility/star-up financing and capital through commercial lenders, in-kind donations, and corporate sponsorship. The founders possess tremendously broad network contacts from across the nation and have demonstrated previous success in securing opportunities for school start up.

F. Facility

As of the submission of this application, the Indianapolis Academy has not progressed further than a cursory review of possibly appropriate facilities located in Indianapolis. Both the founders as well as the EMO partner have a wealth of resources and experience in securing appropriate facilities for charter schools, both renovations as well as new construction.

The community-based Indianapolis Academy of Communication Arts has a primary goal in its facility plan to try to acquire currently vacant, existing facilities that have been condemned or unoccupied due to code and safety issues. The school would like to bring these currently vacant facilities and bring them back into code and safety compliance thereby eliminating blight in the community the school serves and beginning the process of revitalizing the neighborhood/community outwards from the school. In this manner, the school can function as a strong community focal point and a force for positive change in the community.

All facilities finalized by the Indianapolis Academy will be fully ADA compliant and feature state of the art technology infrastructure. Further, it will be the explicit commitment of the founders, Collaborative Committee, and school administration that the school facility is to be shared with the community. Our schools will not be “dark” during non-school hours, breaks, or summer recess.

G. Transportation

The Indianapolis Academy of Communication Arts will ensure that the transportation needs of enrolled students are met. Once the random selection of the student body is made, the school will refine this proposed transportation plan to meet the needs of eligible students. We acknowledge the possibility to receive reimbursement from the state for transporting students who live a mile or more away from campus.

It is the intent of the school to provide transportation services for these students and to develop policies and procedures governing transportation services with the area educational community. Transportation services will be secured on a contracted basis.

The school will provide transportation for ALL children with disabilities whose IEP requires specialized transportation as required by Federal and State Statutes

Draft Plan

The Indianapolis Academy expects to attract students from all parts of the school district who are attracted to the educational opportunities offered by the school. The draft transportation plan has the following two components:

- ✓ Parent- or student-provided transportation. For the safety and convenience of students and their drivers, as well as for a good relationship with the surrounding neighborhood, the school will provide adequate parking and a published plan for traffic flow during pick-up and drop-off times to all students and their families. A parent support group will assist in the coordination of carpooling for any interested parents.
- ✓ The founders are committed to the principle that no student wishing to attend the school should be deterred due to transportation difficulties. As a learning community, the school will be responsive to the transportation needs of its students.
- ✓ School provided transportation – if transportation funding is secured a contract with an area transportation provider will likely be negotiated.

H. Risk Management

The Indianapolis Academy will carry comprehensive property, casualty, and liability coverage for the school and all its employees and Collaborative Committee members. It is the intent of the Indianapolis Academy to have this policy in place prior to any official open meetings of the Collaborative Committee and prior to hiring of the staff, faculty, etc.

The Indianapolis Academy acknowledges its responsibility and requirement to indemnify the Indianapolis Mayor's Office, City of Indianapolis, the Indianapolis Charter Schools Board, related entities and their respective officers, employees and agents.

Upon successful granting of a charter, the Indianapolis Academy of Communication Arts shall provide evidence from an insurer of its ability to obtain liability insurance coverage in the amounts set forth below;

- General Liability \$ 5,000,000
- School Board Legal/Professional Liability 5,000,000
- Umbrella (Excess Liability) 5,000,000
- Boiler and Machinery 1,000,000
- Property Damage 1,000,000

- Automobile Liability 1,000,000 (if applicable i.e., vehicles purchased by the school)
- Workers Compensation insurance as required by state law

Estimates for coverage from past experience has been provided for in our five-year budget projection.

I. Timeline

In addition to those timelines indicated in our business plan, the following is an indication of key benchmarks for the successful opening of the Indianapolis Academy. Responsibility for all tasks will be held by either the Founders/Collaborative Committee (CC), Executive Director (ED), or our EMO partner (EMO).

1. Deadline for granting charter by sponsor: January-February, 2002 (CC)
2. Recruitment of students begins: immediately upon granting of charter (ED, EMO)
3. Collaborative Committee meets in open session and begins work on policies and procedures and contract approvals: immediately upon granting of charter (ED, EMO)
4. Final identification of planned facilities: January 31, 2002 (CC)
5. School policies and procedures completed: February 31, 2002 (ED, CC)
6. Openings and community meetings begin in target neighborhoods around the planned location of sites: February 31, 2002 (ED)
7. Hiring of Administration and office staff: February 22, 2001 (ED, CC)
8. Initial Site councils' convened: February 31, 2002 (ED)
9. Hiring of Staff: March 1 through March 31, 2002 (ED, CC)
10. Existing building renovations completed: July 15, 2002 (CC, EMO)
11. Technology infrastructure begins July, 2002, completed by August 1, 2002 (EMO)
12. Construction/Delivery of new facilities (if any) completed: July 15, 2002 (EMO)
13. Equipment/instructional purchases completed: June 13, delivery by August 1, 2002 (ED)
14. Board training completed: August 1, 2002 (ED, CC)
15. Staff and teacher training/inservices: March 31, April 14 & 28, May 12 & 26, June 9 & 23, July 7 & 28, August 6 – 10, 2002 (ED, EMO)
16. Grants applications: As per timelines (EMO)
17. First day of instruction: Monday, August 13, 2002

V. Goals

The following are measurable school goals to be achieved for optimal student learning at all the Indianapolis Academy of Communication Arts:

ACADEMIC

1. Provide students with a solid base of knowledge and skills as measured by scope and sequence of comprehensive program of instruction and student achievement:
 - all students consistently enrolled will leave/graduate having demonstrated competency over challenging subject through an enriched, gifted curriculum and program to include communication arts, mathematics, science, foreign languages, civics and government, economics, health and activity, arts, history, and geography, and ALL school personnel will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
2. The curriculum and instructional resources will be continuously reviewed and updated to meet the needs of student learners as demonstrated by scheduled and budgeted curriculum/resources inservices and workshops.
3. All students will demonstrate the standards at each grade level:
 - At least 80 percent mastery on ALL school-wide/classroom assessments.
 - Improve the ISTEP scores by increasing the number and percent of students scoring in the proficient and advanced category each academic year as compared to the pervious district of attendance scores.
 - Measured by contracted norm-referenced, State Assessments (ISTEP), and other school-based assessments and criterion tests.
4. Seek a diverse student population and offer those students both excellence and equity in education as evidenced by open enrollment and marketing activities and school/student demographics. To provide an educational foundation that serves to increase learning opportunities for all students.
5. Encourage students to apply critical thinking and analysis skills to problem solving and decision making, i.e. cognitive thinking opportunities as measured by achievement on relevant inquiry-based performance assessment activities.

COMMUNITY

1. Provide students the opportunity for community service, stressing respect for others, first-hand experiences, and contributions to society as measured by volunteer certified experiences in area nursing homes, institutions, hospitals, etc.
2. Parental Satisfaction: The school seeks to attain 100% re-enrollment each year and at least a 3.0 composite rating (on a scale of 1.0 to 4.0) from a minimum of 75% of all parents on an annual parent satisfaction survey.

3. Maintain a strong emphasis on customer service. On-going communication between school and community improves public perception and encourages parent and community involvement in the school.
4. Promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.
5. Schools will be free of drugs, violence and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning as measured by low or declining incident reports.
6. Maintain a school dress code and uniform policy supported and enforced by the entire community as measured by School Discipline policies and low or declining incident reporting.

VI. Summary of Strengths

The Indianapolis Academy is confident that its strengths will provide a tremendous educational choice to our targeted population. Some of the strengths stated in this charter include:

- Empowerment of local community in decision-making
- Commitment to State-comparable accreditation through national agency
- Partnership with nationally recognized educational services provider
- Accountability through planned yearly monitoring procedures with contracted post-secondary institution
- ISTEP and Indiana Standards - aligned curriculum and resources
- Continuous staff development provided for with nationally recognized instructional specialists utilizing a proven staff development and mentoring strategy

In addition, the Indianapolis Academy of Communication Arts application promises to demonstrate strengths that will benefit the following diverse groups of the city:

- Benefits to Parents:
 - Before/after school opportunities
 - Local level of control
 - Year round calendar w/intercessions (handout #3)
 - Zero tolerance discipline policy
- Benefits to Students:
 - Opportunity for magnet school enrollment
 - Prevalent technology in classrooms (approx. 1 to 5 computer to student ratio)
 - Focus on Literacy at Kindergarten at all schools
 - Tutoring, ACT/SAT Preparation opportunities
 - Maintain a teacher to student ratio of 1 to 23 or less
- Benefits to the Community/Neighborhood

- Additional employment opportunities in construction, etc.
 - Facilities available for community meetings, etc.
 - Inner city locations in the neighborhood
 - New school buildings
 - Currently vacant existing facilities renovated and brought to code
 - New schools without increasing tax burden on community
-
- Benefits to the School District
 - Easing of overburdened classrooms
 - Research opportunity, what programs are working
 - Possibility of contracted services through District
 - Shared state-of-art technology infrastructure
 - Partnerships in curriculum development, facilities, transportation, specialty staff, etc.
 - Reclamation of students
 - Enrollment drawn from: Approximately 15,000 students who have left system
Existing charters elsewhere demonstrate 40% enrollment comes from private, religious, and county schools

The founders and partner EMO have demonstrated success with school choice initiatives and programs across the nation, including Missouri, Florida, Texas, Arizona, Nevada, and California. In addition, they are currently supporting beginning community-based initiatives in Ohio and Georgia. We are confident that we can bring the demonstrated successes of the past to the city neighborhoods of Indianapolis to benefit the community. These success are not so much a result of any great original intellectual inventions of the founders or partner EMO, but rather a clear grasp, acceptance, and appreciation of what research, case study, and observation has proved to be working in inner city schools across the United States. These best practices are what truly make our application unique, innovative, and possessing of a high degree of predictability for success. We believe that our school will serve as a model for demonstrating what can work and result in improving education overall in Indianapolis, Indiana, and elsewhere in the world.